

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center; font-size: 2em; transform: rotate(-90deg);"> RECEIVED 2014 MAY -9 AM 11:56 TEXAS EDUCATION AGENCY </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#	Amendment #
Birdville ISD		220902		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
1-75-6000193	11	12	0785625500000	
Mailing address			City	State ZIP Code
6125 E. Belknap			Haltom City	TX 76117-

Primary Contact

First name	M.I.	Last name	Title
David		Gerabagi	Director of Planning & Resource
Telephone #	Email address		FAX #
817 447 5768	David.gerabagi@birdvilleschools.net		817 547 5774

Secondary Contact

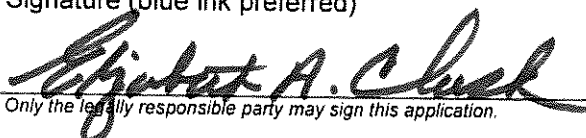
First name	M.I.	Last name	Title
Kelli		Montgomery	Director, Int. Technology
Telephone #	Email address		FAX #
817.547.5603	Kelli.montgomery@birdvilleschools.net		817 547 5774

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Elizabeth		Clark	Associate superintendent of Instruction
Telephone #	Email address		FAX #
817 547 5749	Elizabeth.clark@birdvilleschools.net		817 547 5774
Signature (blue ink preferred)	Date signed		


 Only the legally responsible party may sign this application.

701-14-107-065

Schedule #1--General Information (cont.)

County-district number or vendor ID: 220-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2014-2014 district technology plan on file with TEA. The applicant understands that if an approved 2014-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2014-2014 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Birdville Independent School District (BISD) spans 40 miles and is located at the "hub" of the Fort Worth-Dallas metroplex. The entire community of Richland Hills and parts of Colleyville, Fort Worth, Haltom City, Hurst, North Richland Hills and Watauga are within its boundaries. Birdville ISD is the fourth largest school district in Northeast Tarrant County, with 32 campuses, and serves a growing population of 120,000 residents and more than 22,400 students. BISD was rated as "Met Standard" during 2012-13 school year. Approximately, 8% of the student population are African Americans, 38% Hispanic, 46% White, and 5% are of Asian descent. More than 58% of students are economically disadvantaged and 42% are identified at-risk. 21 of 32 campuses at BISD are classified as Title 1, including the participating middle school campuses. Over 57% of BISD students are classified as economically disadvantaged and 42% are classified as At-Risk. The percentage of participating campuses that are economically-disadvantaged range from 67% to 80% and the majority of all STAAR (Phase in 1 Level II or above) students who scored lower were from economically disadvantaged and Hispanic student groups.

Currently BISD has a very limited Technology Lending Program in place focused on very few special needs students. Funding from the Technology Lending Program will allow the school district to make greater strides in preparing our students for the future. Of the primary purpose will be to provide equal access to technology resources. The funding will complement the BISD goals of graduating 21st Century learners. Funds will expand the use of electronic instructional materials.

Funding from the TLP grant will ensure that participating BISD students have dedicated access to a personal technology device at home and school. Major Objectives of the project include:

- Provide portable broadband-enabled mobile devices for economically-disadvantaged students that include multiple educational features, functions and productivity tools
- Design and deliver curriculum and instruction that includes student-centered inquiry-based activities
- Increase State standardized Math, Science and Reading scores by 10%
- Provide job-embedded professional learning opportunities to participating teachers and librarians

BISD is requesting \$100,000 for the purchase of mobile technology devices for the four participating campuses. All hardware will be equipped with Internet connectivity, keyboards and cases and insurance coverage if/when permissible.

The technology will be made available for at-risk and economically-disadvantaged students who do not have Internet access at home to checkout through campus libraries. The procured technologies will be available for students to check out and take home for academic and project-based assignments. BISD will provide students instructional and technical support in addition to access to educational applications such as: Compass Learning, Electronic textbook adoption resources, Edmodo, Project Share, Google Apps for Education, Office 365, iStation, Think Through Math and many other productivity type applications.

Furthermore BISD runs an after-school program called ASPIRE for students in grades K through 12 who need assistance with meeting state and local standards through academic enrichment opportunities and/or activities designed to complement the student's regular school day. The Technology Lending Program will coordinate its activities with the ASPIRE grant to improve and enhance the delivery of services.

Teachers, Librarians and campus staff will benefit from the training needed to operate within these systems. As they become proficient in the process, it will allow them to broaden the exposure to students outside the lending process.

A list of possible candidates for the lending program will be identified and ranked by need and economically disadvantaged status.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Once the student selection criteria are established and lending procedures are complete, students will have access to the electronic resources they need to be successful. Mentor teachers in the content area will be made available to each student to monitor progress and provide support as needed. If students are assigned an online resource for the purpose of Response to Intervention, this resource will be based on the TEKS and differentiated to address the areas of weakness identified from previous assessments. Because all students can access any content area on demand the time needed for acceleration would be much more efficiently used. Campus Library Media Specialists will provide technical and instructional support for all TLP students.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID:			Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410			
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$61,440	\$	\$61,440	
Schedule #9	Supplies and Materials (6300)	6300	\$38,464	\$	\$38,464	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	N/A	\$
Grand total of budgeted costs (add all entries in each column):			\$99,904.00	\$	99,904.00	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.					\$	
This is the maximum amount allowable for administrative costs, including indirect costs:					\$	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$61,440
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$61,440

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$61,440	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$61,440	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$61,440	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted \$		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	Technology Hardware—Not Capitalized						Grant Amount Budgeted \$38,464	
	#	Type	Purpose	Quantity	Unit Cost			
	1	iPad Air	Issued to eco-dis student for anytime/anywhere access to the campus digital content	64	\$551			
	2	Keyboard and Case	For iPad Air	64	\$50			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					\$		
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
Remaining 6300—Supplies and materials that do not require specific approval:						\$		
Grand total:						\$38,464		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance <input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$
6429	Actual losses that could have been covered by permissible insurance	\$
6490	Indemnification compensation for loss or damage	\$
6490	Advisory council/committee travel or other expenses	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: Haltom High School**2628**

Category	Number	Percentage	Category	Percentage
African American	209	DNA	Attendance rate	93%
Hispanic	1281	DNA	Annual dropout rate (Gr 9-12)	2.6%
White	853	DNA	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	DNA
Asian	223	DNA	TAKS commended 2011 performance, all tests (sum of all grades tested)	DNA
Economically disadvantaged	1762	67%	Students taking the ACT and/or SAT	DNA
Limited English proficient (LEP)	866	33%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	127	5%	Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											779	675	568	606	2628
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											779	675	568	606	2628

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Birdville ISD (BISD) through the annual systemic and comprehensive needs assessment (CNA) process utilizes all available state, local, district and campus data to identify and prioritize needs. The District Leadership Team, comprised of the Superintendent, the Assistant Superintendents (Curriculum and Instruction, Finance and Staff and Student services) and Executive Director of Technology facilitate the process. The process goes through several stages so that the opportunity exists to gather input from many stakeholders. The team is comprised of campus administrators, curriculum specialists, program coordinators, Accountability, Research, Program Evaluation, and Community Leaders. Additionally, BISD has formed the Teaming for Excellence in Education (TEE) committee. The Committee, a diverse group of stakeholders, is comprised of community/business leaders, parents, teachers and administrators and provides insight and input in an advisory capacity to the Superintendent and Board of Trustees of the Birdville ISD on district-wide subjects in the following areas:

- A. Establishment and reviewing the District's educational mission, goals, and objectives.
- B. Participate in the evaluation of the District's instructional programs and resulting adjustments made to those programs.
- C. Establishment and reviewing major district-wide classroom instructional programs or initiatives suggested.
- D. Review district-wide staff development initiatives.
- E. Review district's code of student conduct on a quarterly basis.

The process for gathering input works the same for each group. The District Leadership Team shares multiple sources of data such as District Snapshot; Campus Snapshot; Demographic data; Student academic achievement data; School culture and climate data; Staff quality and retention data; Principal/Leader Competency Review Process; Curriculum, instruction, and assessment data; Family and community involvement data; School context and organization data; and Technology data and other data related to student achievement and professional development. The groups have the opportunity to review the district performance data, identify strengths and weaknesses, determine needs as a result of their analysis, ask for additional data that might be needed, and help establish priorities for the district. The Leadership Team synthesizes the information from all of the stakeholders, facilitates sub-committees and communicates the outcomes through the District Improvement Plan (DIP).

Campus administrators follow a similar process. Principals and their leadership teams, Site Based Decision Making Committees (SBDM), establish processes for gathering data for review. A diverse group of people examines data specific to their school. Participants look at student achievement performance trends over a period of three years. They also review the effectiveness of programs and the impact those programs have had on student achievement. In addition, they look at their data on teacher effectiveness and the correlation of teacher performance to increased student achievement. The outcomes of their findings are shared at the district level. Data related to teacher and student attendance, teacher and student retention, teacher and student performance become integral parts of the district's Plan. Campus principals receive input from their faculty and staff on school priorities. The outcome is communicated to the District Leadership Team. BISD Leadership Team meets with campus leadership annually to identify the difference between the current achievement and desired or required accomplishments and make recommendations or revise the CIP, to ensure that Campus principals are empowered and the necessary financial and human resources to achieve their stated goals and objectives in the respective CIP's.

In preparation for the Technology Lending Program, Director of Planning and Resource Development in coordination with the Technology & Information Management Services (TIMS) and Director of Instructional Technology have identified the following needs and how they will be addressed utilizing the grant funds:

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Lack of 24/7 Access to technology and digital content by socio-economically disadvantaged and struggling students	Provide mobile technologies and internet access for school and home use Provide access to high-quality digital resources, tools, and courses 24/7 to improve student achievement Facilitate inquiry based learning
2.	Insufficient professional development opportunities for TLP teachers in the use of digital content and librarians on technology integration	Participating BISD teachers will be provided with a variety of professional development opportunities related to the use of digital content and best practices for teaching and learning that is accelerated by the use of technology
3.	Inadequate instructional support for struggling students needing intervention in Reading, Mathematics and Science	Increased instructional support for struggling students needing intervention in Reading, Mathematics and Science
4.	Limited access to lending technology and residential access to the internet by economically disadvantaged students and students with disabilities	Equitable access to lending technology and residential access to the internet for all students including economically disadvantaged students and students with disabilities
5.	Need to update technology lending processes and use of digital content into districts technology plan	Incorporation of technology lending and use of digital content into districts technology plan by the end of grant period

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Schedule #14—Management Plan

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Technology	Kelli Montgomery is BISD Instructional Technology Director. She received her BS in Elementary Education from Tarleton State University in Stephenville, TX and her MA in Educational Administration from the University of North Texas. She taught first and third grades for 12 years in Glen Rose, TX. Kelli has been teaching at BISD since 2001.
2.	Director of Planning and Development	Dr. David Gerabagi has over 25 years of combined teaching, K12 programming, program evaluation and grant management experience. He joined BISD in 2003. David worked at Region One ESC and IDRA as Research Associate prior to joining BISD.
3.	Instructional Technologists	BISD has 6 Instructional Technology staff specializing in various technologies such as Istation, Edmodo, Google Domain, AIMSweb, Office 365, Compass Learning, Think Through Math to ensure campuses are fully integrating the new technology into the curriculum.
4.	Librarians	Librarians will be actively involved in the implementation of the program because the technology will be housed in the campus libraries and will be tracked accordingly. All BISD Librarians have sufficient experience and qualifications to ensure successful implementation.
5.	Internal Monitor, Evaluator	BISD, at no charge to the grant, will appoint an Internal Monitor to help guide implementation. Internal Monitor will generate timely information on operational efficiency and effectiveness of the program. To fulfill these Monitor will utilize "rapid assessment methods", to provide fast feedback.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Plan for the implementation of the grant.	1. Develop lending program handbook	08/01/2014	08/29/2014
		2. Update student AUP	08/01/2014	08/29/2014
		3. Develop grant committee	08/01/2014	08/29/2016
		4. Advertise program to community	09/04/2014	05/01/2016
		5. Establish Student Eligibility	08/01/2014	08/29/2014
2.	Provide professional development.	1. Provide PD for Math Curriculum	08/18/2014	05/22/2016
		2. Provide PD for Science Curriculum	08/18/2014	08/22/2016
		3. Provide Administrator PD	07/25/2014	05/31/2015
		4. Provide Blended Learning PD	07/25/2014	05/31/2015
		5. Teacher Troubleshooting PD	10/08/2014	10/15/2014
3.	Procure and check out equipment.	1. Get quotes for Tablet/Internet access	09/04/2014	09/12/2014
		2. Acquire Board Approval, Purchase, and update BISD technology plan to include tech lending	09/17/2014	09/21/2014
		3. Image computers with District image	10/01/2014	10/15/2014
		4. Hold orientation meeting for families	10/01/2014	10/15/2014
		5. Collect agreements and check out equipment	10/01/2014	10/15/2014
4.	Check in equipment and evaluate effectiveness of grant.	1. Conduct walkthroughs and adjust	10/29/2014	05/20/2016
		2. Hold committee meetings and adjust	09/14/2014	05/15/2016
		3. Complete surveys for feedback	10/28/2014	05/20/2016
		4. Hold Tablet inventory checks	10/28/2014	05/20/2016
		5. Check in Tablet and inventory	05/20/2015	05/24/2016
5.	Parents of students will be included in training/information sessions	1. Parent Technology classes in BISD	08/29/2014	05/08/2016
		2. Parent digital learning information sessions	09/01/2014	05/30/2015
		3. Pre and post project parent interviews	07/09/2014	05/30/2016
		4. Internet access- community wireless connectivity	09/17/2014	05/30/2016

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD will create a committee consisting of the principals, core teachers, students and parents, ELAR, Science and Math Content-Area Curriculum Coordinators, Instructional Technologists, and the Director of Instructional Technology in planning, designing and carrying out all grant activities (Grant Committee). The Committee will report the status of all grant activities to the Site-Based Decision Making committee that will monitor the effectiveness of the grant. The business office will monitor grant expenditures; the Instructional Technology Department will offer staff development as well as maintain equipment and software, and the ELAR, Science and Math teachers will monitor the progress of students in ELAR, math and science according to student progress. Areas of responsibility are identified on the timeline, distributed and communicated to each stakeholder and/or group by the Director of Instructional Technology. Monitoring checkpoints will be established and objectives not completed will be identified and corrected.

To ensure continuous improvement in the operation of the project, individual and group interviews, committee meetings, and online forums and surveys for all stakeholders will be used to solicit feedback. Mid-course adjustments and corrective action will be taken as needed and documented on the timeline. Appropriate IT staff will provide the specialized expertise to enable the Director of Instructional Technology to facilitate the grant implementation and professional development. Upon the notification of grant award, Directors of Instructional Technology and Planning and Resource Development will initially inform all participating campuses and district administration of the project activities, roles and responsibilities of all participants listed in the grant, establish communications methods, and distribute the grant timeline. In order to keep all program participants informed, at least twice a year, the Director of Instructional Technology and Planning and Resource Development will participate in the campus stakeholder committee meetings to monitor the grant timeline and report the findings from these meetings to the campus site based team as well as the business office. Each month, the Campus Librarians will report grant timeline progress, problems, and adjustments during one-on-one meetings with the Campus principals and Director of Instructional Technology. Any policy issues that may arise during implementation will be addressed during these meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that the program will continue after the grant period, campus and technology staff will work with the BISD Planning and Resource Development and Business offices to identify supplemental funding sources to sustain the program over the long term. BISD plans for sustainability will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan.

The sustainability plan includes an active and careful examination of the following approaches to seek effective and long-term avenues to ensure that the program continues beyond the grant period: **a)** making better use of existing resources; **b)** maximizing Federal, State, and Local Revenue; **c)** creating more flexibility in existing streams; **d)** continued building of public-private partnerships; and **e)** generating new dedicated revenue. Director of Instructional Technology will oversee adherence to all policies and procedures relating to the following:

- Curriculum redesign to incorporate new technology and electronic instructional materials;
- Classroom instructional strategies that include student devices for learning at school and at home;
- Policies to address the use of technology to support school and home use;
- Electronic instructional materials in lieu of traditional print instructional materials;
- Professional development goals and activities that incorporate the use of technology for instruction and learning opportunities; and check-out, technology use, and Internet access.
- A process for auditing and revising technology integrated curriculum and training teachers to use it.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Process Evaluation: Documentation of project activities and participants	1.	Number of students participating in lending program
		2.	Training provided to teachers and students, meetings with appropriate stakeholders (parents, students, administrators)
		3.	Examine district's Acceptable Use Policies and Parent/Student Agreements
2.	Process Evaluation: Student use/participation in technology lending program	1.	Study logs of student access to lending program
		2.	Review district's plan and procedures for lending technology
		3.	Verify access of technology lending program to eco-dis students
3.	Qualitative: Student/parent/teacher surveys	1.	85% of students express their learning and education are enhanced by access to the technology lending program
		2.	90% of teachers state that student learning has improved through the use of the technology lending program
		3.	25% attend of parents attend training and/or student usage sessions
4.	Quantitative: Debriefing sessions to discuss use of technology and staff feedback	1.	Schedule meetings for Technology Lending Program
		2.	Agenda, Sign In
		3.	Data reports
5.	Product Evaluation: Evidence of Increased in student academic scores on class tests/state testing	1.	Evaluate student records
		2.	Review student test scores
		3.	Teacher lesson plans reflecting use of electronic instructional materials

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The methods of evaluation employed by this project will be thorough and appropriate to the goals, objectives, and outcomes of the project. Data collection will be an ongoing task of the TLP grant evaluation team. The project staff will work with Internal Monitor to use various strategies to monitor and document all phases of its program implementation activities. Following each applicable meeting, training and technical assistance activity and training, participants will complete a Session Evaluation Form. The form will document assessment of each session via a Likert-type rating scale. The project staff will also administer Customer Satisfaction Surveys to assess client satisfaction with the services received. In order to effectively monitor program services and identify areas needing expansion and/or modification, evaluation information will be gathered, analyzed, and reported to appropriate entities. Internal Monitor will collect, analyze, and report evaluation to determine:

- ✓ The degree to which program implementation objectives were met
- ✓ The extent to which participating campuses identified most in need students and made technology available
- ✓ The extent to which program teachers participated in PD activities.
- ✓ The extent to which technology was integrated into the curriculum
- ✓ The extent to which students utilized the loaned technologies at home
- ✓ The extent to which notable gains were realized in student achievement.

Qualitative and quantitative techniques will be used in the assessment of program implementation. These evaluative techniques and methods will include, but are not limited to:

- ✓ Surveys of parents, school personnel, Students from a sample of participating schools.
- ✓ Individual and focus group interviews with parents, teachers, and program participants.
- ✓ Observations of classrooms to determine of extent of technology use and integration

Outcome evaluation strategies will focus on assessing the following:

- ✓ The extent to which the goals and objectives of the TLP grant were met.
- ✓ The extent to which programmatic activities will lead to the sustainability of the grant after the grant period.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Design and Implementation to Expand Existing Technology Lending Program: Currently the district has a negligible student/computer ratio. This ratio is only for technology available at the campus and in one instance includes take home devices. The district is currently implementing a very limited Technology Lending Program with the students with disabilities. Thus the majority of BISD students **do not** have access to the technology when needed.

The district will cross-reference students' files to determine the number of students that had a sibling enrolled in the district. This data will be used to create a profile of how many students could actually benefit from the use of shared technology and Internet access at home. Based on preliminary findings, 64 devices are needed to implement the project within funding constraints. In order to facilitate the TLP Program, the participating campuses will send a notice to each of the selected students' parents notifying them of the availability of portable devices to be checkout on a loan basis or for the entire school year. Parents interested in checking out a portable device for their child will be required to complete a District Technology Checkout Agreement, which provides that the student and the parents/guardians agree not to misuse the equipment and instead use it in an environment that promotes the safe and protected use of the equipment. Furthermore, parents/ guardians will be required to attend a meeting with their child to discuss digital citizenship (aligned with the Technology Applications TEKS in student's grade level band) and review the guidelines and expectations regarding the use of technology. Items to be discussed will include:

1. Proper care and maintenance of the device;
2. Allowable use of device;
3. Steps for reporting issues with device;
4. Availability of Internet access at home and information about the internet filter and management program installed on each device; and
5. Returning of device to district.

Once the parent/guardian has signed and returned the District Technology Checkout Agreement, the student will be issued a device, which will include the portable device with accompanying keyboard and carrying case. All devices will be Broadband enabled so that all students and families can access the internet anytime/anywhere.

By providing these multiple options, the district is confident that it can provide students with equitable Internet service in order to access electronic instructional materials.

Funds obtained through the TLP Program will be utilized to purchase:

- Mobile Technologies (Tablets)
- Keyboards with carrying cases;
- Internet Service; and
- Digital Content

Grant funds will not be used to purchase insurance for the devices. The district will replace or repair the devices as needed during the grant period

These additional resources along with the current available technology will ensure the budget adequately supports the activities outlined in the proposed program and that the district is able to meet the goals and objectives of this proposal.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a history of coordinating funds to better serve the needs of their children and staff; thus, the proposed program will enhance the level of services provided by the participating campus. The IT Director and Campus staff will coordinate the cohesive use of equipment, from all sources, in order to ensure all students have access to a technology device anytime/anywhere. New devices will be added to the existing devices available for checkout in order to ensure equitable access to technology to all students regardless of their economic situation.

The district has taken action to align resources such as software, personnel, materials, and facilities to maximize resources. A close relationship has been established between the school district, technology vendors, and training institutions to provide quality service to the campus teachers and students. The district and campus will coordinate multiple federal and state programs and local funds to better serve the needs of their teachers and students.

Technology equipment purchased through federal and state funds will also be utilized to allow students and teachers to use the computer equipment during and beyond the regular school schedule. Professional Development training obtained through Title I and local funds will be a tremendous resource that will aid in sustaining this plan beyond the end of the grant cycle. This acquired resource tied with federal and state compensatory funds can ensure continuation of student gains realized beyond grant funding.

Commitment to the Program's Success By The Participating Campus: The following actions have been developed to ensure the participating campus stay committed to the program's success:

- **Professional Development Training** – The district ensures that all staff members are fully trained on the use of technology equipment/software and are available to assist parents and students with any questions or concerns;
- **Open-Door Policy** – The district will hold regular meeting to encourage staff, parents, and students to voice concerns pertaining to the TLPG Program; and
- **Internet Access** – Devices will be issued with Internet connectivity for anytime/anywhere instruction.
- **Digital Content:** BISD will make available its Digital Content (Istation, Think through Math, Compass Learning, Edmodo, textbook adoption electronic resources etc. to the Technology Lending program.

BISD has traditionally utilized the limited IMA funds to purchase textbooks, math and science materials for elementary and CTE classes and technology staff support. However, we are in the final year of the Cycle 6 ASPIRE program. Portable technologies purchased through Cycle 6 ASPIRE funds will be made available at the participating campuses to enhance the level of equipment and services provided.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our mission in BISD is to engage and encourage students and staff every day through meaningful work in a safe and caring environment. This is a 21st century environment where technology, in the form of digital tools and resources, are powerful tools we must use to create opportunities for the acceleration of teaching and learning.

BISD's Learning Platform is based on research-based best and new 21st century learning practices to create an environment that is student-centered, personalized, relevant, social, and not confined to the school building or traditional school day. Our District Goals are focused on student mastery of the Texas Essential Knowledge and Skills and incorporate the learning experiences necessary to acquire the skills of communication, collaboration, problem-solving, creativity, and good citizenship. We believe that all students must have access to powerful learning opportunities, enabled by technology, to be prepared for college, career, and a life of personal citizenship and responsibility. We believe that access to technology tools and mastery of informational skills is critical for students to be prepared for life-long learning. The Technology Lending Program gives Birdville ISD the opportunity and ability for more students to access and use powerful learning resources and the newly-adopted electronic instructional materials in meaningful learning experiences that will lead to greater mastery of the TEKS and 21st century skills. Our students who cannot afford to participate in our district's Bring Your Own Technology program will have the opportunity for equal access to a dedicated personal device and internet both in and out of school to support their learning goals. Our district professional learning goals include tiered modules for teachers that incorporate the most effective use of technology tools and resources for productivity, creativity, collaboration, communication, problem-solving and digital citizenship for teaching and learning. It is an expectation of our district that all teachers participate in professional learning communities to learn about, test, and share successful strategies for using technology in teaching and learning for student success. All classroom teachers have access to Instructional Technology Specialists and Library Media Specialists for professional learning support and coaching. Our district leaders, from Superintendent to classroom teachers, are dedicated to the practice of modeling the powerful use of technology in learner-centered environments that are relevant and challenging. We know that our students are digital learners who must be immersed in a 21st learning environment that is democratic and steeped in the acquisition of digital citizenship skills. 21st century learning is about being successful throughout life, not simply in school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Districts' decision to target the four campuses beginning with the 2014-2015 school year:

TLP Prioritization of Highest Need Campus: The district conducted a needs assessment in order to determine which campus had the greatest need; which subject areas require the most assistance; and which grade level students would benefit most from the technology. Information that was collected to determine the campus level of need included: TAKS scores, % of economically disadvantaged students by grade level, and amount of technology available for student use above and beyond the regular school day. Based on the findings, it was determined that the four participating campuses had the greatest need.

BISD Campus Needs Assessment									
Campus name	All		Math		Science		% of Eco-Dis Students		Available Tech to loan
	Campus	District	Campus	District	Campus	District	Campus	District	ALL 4
Haltom High School	73	81	80	82	85	86	67	60	0
Haltom MS	69		74		68		86		0
North Oaks MS	72		76		68		67		0
Watauga MS	77		80		77		69		0

Equitable Access To Lending Equipment and Internet Among All Students: To ensure that all students at the targeted campuses have equitable access to technology and digital content anytime/anywhere, the district will purchase portable devices that will be available for checkout to students. This will ensure that all students, regardless of their economic situations, have the same access to district resources. In addition, the district will provide Broad Band Internet service to households that do not have access to the Internet, in order to ensure that students have the means to access all online district resources (digital content).

Finally, in accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment without regard to gender, race, origin, color, or handicap. The district will utilize the needs assessment that was conducted during the planning phase to identify barriers and develop solutions.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Birdville ISD Learning Platform:

Our students must master the Texas Essential Knowledge and Skills standards. This is the heart of what we do. These standards have a major emphasis on higher-order thinking skills and the ability to solve complex problems.

Our goal is teaching and learning environments that are student-centered, interactive and cognitive (rigorous and reflective) with carefully calibrated instructional structures and strategies that include student supports and data monitoring.

Learning expectations are clearly articulated to our students and authentic student tasks/products are critical. Students partner with teachers to continuously monitor and give feedback throughout the process of learning and applying new concepts and skills. Students access information, communicate/collaborate and collaborate 24/7 – their learning is not tied to the traditional school day. Blended and online courses are available for a more individualized learning experience. Sophisticated and personalized interventions support students who need targeted assistance with learning objectives.

To fully realize the learning environments described above, our campuses strive to provide access to high quality digital learning tools and resources coupled with deep instructional pedagogies to accelerate students' mastery of the TEKS and citizenship skills. The district has provided additional tools and resources for campus use and has a BYOT policy in place, however we still have students without a device or internet access at home for 24/7 learning.

The Technology Lending Program would allow these students to participate in the class learning management portal to access/turn in assignments and participate in online discussions/polls. These students would have access to and use the new exciting electronic instructional materials/textbooks recently adopted by the district. These students could participate in online classes (both for original and credit recovery) and use the district Response to Intervention digital applications anytime/anywhere. These students would have technology and internet access for research and projects. Our campus teachers allow students to use their own technology in class for information acquisition, collaboration, communication, creation, formative assessment, and remediation. Blended learning environments allow for flipped learning, classroom stations, and small group instruction. Students in our technology lending program would also have a device to use for these activities

Our campuses have a culture of learning and support. All members of the staff participate in connected networks of Professional Learning Communities. Together teachers design learning experiences, analyze student data, and work to hone the craft of teaching. Our teachers participate in professional learning experiences that facilitate deep student learning accelerated by the use of technology in teaching and learning. Increased professional learning will be targeted to our Technology Lending Program campuses to increase teachers' knowledge and skills for using technology to design high-quality learning experiences for students. Teachers will receive intense professional learning regarding the new electronic textbook adoption resources.

Our Library Media Specialists (LMS) are collaborative partners with our teachers. The campus LMS facilitates digital citizenship curriculum/activities, designs instructional activities that include electronic resources/information literacy skills, and provides on campus technology professional learning. Our LMS facilitate all campus equipment check-out. They also work very closely with the campus Counselor to identify students who need to check-out technology for at-home use. Then, the LMS and the campus Instructional Technology Specialist collaborate and work with the student and family on how to use the technology effectively and safely for learning.

Digital Citizenship is modeled and intentionally taught to all students by every teacher on campus as students interact with and use digital tools and resources for learning. Digital Citizenship awareness resources for parents are shared on curriculum nights and through electronic newsletters, email, etc. The Technology Lending program will allow our students more equal access to the tools and resources they need for a successful 21st century life.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district selected the following campuses to participate in the TLP Program: Haltom High School, Haltom Middle Schools, North Oaks Middle School and Watauga Middle School. The chart below provides a breakdown of the grade-level subject areas and digital content to be utilized at the participating campus.

Haltom High School					
Digital Content	ELA	Math	Science	Social Studies	Grade Level
Compass Learning, Houghton Mifflin Harcourt (HMH) Math, McGraw Hill Science, Prentice Hall Writing Coach, USA Test Prep, Schmoop, Turnitin, Edmodo, Project Share, Library Electronic Resources/Databases, Google Apps for Education (GAFE), Office 365, Think Through Math	Compass Learning, Writing Coach, USA Test Prep, Schmoop, Turnitin, Edmodo, Project Share, GAFE, Office 365, Library Resources	Compass Learning, HMH Math, Edmodo, GAFE, Office 365, Project Share, Think Through Math, Library Electronic Resources and Databases	Compass Learning, McGraw Hill Science, Edmodo, Project Share, Library Electronic Resources and Databases, GAFE, Office 365	Compass Learning, Maps 101, Project Share, Library Electronic Resources and Databases, GAFE, Office 365	9, 10, 11 and 12

Haltom, Watauga and North Oaks Middle Schools					
Digital Content	ELA	Math	Science	Social Studies	Grade Level
Compass Learning, Houghton Mifflin Harcourt (HMH) Math, McGraw Hill Science, Prentice Hall Writing Coach, Edmodo, Project Share, Library Electronic Resources/Databases, Google Apps for Education (GAFE), Think Through Math, iStation	iStation, Compass Learning, Writing Coach, Edmodo, Project Share, GAFE, Office 365, Library Resources and Databases	Compass Learning, HMH Math, Edmodo, GAFE, Office 365, Project Share, Think Through Math, Library Electronic Resources and Databases	Compass Learning, McGraw Hill Science, Edmodo, Project Share, Library Electronic Resources and Databases, GAFE	Compass Learning, Maps 101, Project Share, Library Electronic Resources and Databases, GAFE	6, 7 and 8

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County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital Content Professional Development for Teachers: To provide a 21st Century education to students, professional development opportunities have been provided to all campus teachers. This includes technology applications skills identified by the SBEC Technology Applications Standards, especially those skills that support lesson planning, classroom management, and administrative tasks. Professional development opportunities for educators are available 24/7 to all educators through a variety of delivery methods, including online and other distance learning technologies.

The targeted campus teachers are very comfortable with technology and use it regularly in their classrooms. To meet the needs of Texas students and prepare them for success in the 21st Century, the district has devoted significant time and resources to the adequate preparation of on-going professional development for teachers. In addition, each teacher has attended professional development training on the use of the digital content being utilized in their classroom. This initiative is responsive to the needs of teachers because it provides content-focused strategies and technology tools appropriate for each subject area and grade level.

One of the BISD grant objectives is that participating staff will use innovative methods of instruction to enhance student learning for all student groups. To accomplish this the following activities have been scheduled but do not include the unscheduled professional development sessions that the staff may have taken the initiative to attend during the summer:

1. Tablet and Digital Teaching and Learning Academy Training for all teachers and Library Media Specialists at all campuses (provided by Curriculum Coordinators and Instructional Technology Teams) July 15 – August 6 2014 and Summer 2015
2. On-going monthly training focused on effective digital teaching and learning (provided by Curriculum Coordinators, Instructional Technology, and Library Media Specialists) August 2014 – August 2016
3. On-campus, just – in – time training and support (provided by Curriculum Coordinators, Campus Academic Coaches, Instructional Technology, and Library Media Specialists), September 2014 – August 2016
4. Lesson design collaboration with teacher professional learning communities support (provided by Curriculum Coordinators, Campus Academic Coaches, Instructional Technology, and Library Media Specialists), Aug 2014 –16
5. New Textbook Electronic Resources training for all teachers and Library Media Specialists at all campuses (provided by Curriculum Coordinators and Instructional Technology Teams) August, October, February, and April 2014-2015

BISD is not requesting any Technology Lending Program Grant funds for professional development; the district will cover the cost of all professional development associated with the grant project. Meaningful and on-going professional development is planned throughout the 2014-2016 school year to better meet the needs of the instructors.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning in the spring of 2011 BISD began a wireless network upgrade to support the higher volume of internet traffic as a result of increased mobile devices for students. The network was expanded with Cat6 Cabling for Access Points and 2 Summit X460 48p POE Switches w/stacking cables installed in the high school. 50 Wireless Access Points were installed and multiple access points were relocated for seamless wireless coverage.

Birdville ISD has two Technology Coordinators who work together to manage the day-to-day technology needs of the district. The district also maintains a maintenance agreement for the BISD Structured Cabling System (SCS) provided by an on-site technician on a monthly basis. Maintenance services provided might include:

Labor to upgrade the SCS, * Labor to perform moves, adds or changes to the SCS and Labor to assist in the management of the installed SCS such as patching, documentation, etc.

The maintenance agreement also includes a technician who provides services for networking devices such as routers, switches and other hardware. The student devices will have Broadband Internet access at all times. However, when students are in a location at school or outside of school they may connect to a Wi-Fi access point, if available. While on campus, many areas will have adequate Wi-Fi that students will connect to. When adequate Wi-Fi is not available, the Broadband connection will automatically connect. All devices will be managed by AirWatch Mobile Management software. Students' internet access will be filtered 24/7.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Internet Access to the Homes of Students: The district will provide residential Internet access, through a Broadband connection in each device, for all students, particularly economically disadvantaged students, who checkout equipment as part of the Technology Lending Program.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Infrastructure and Technical Support Sustain Students' Use of Devices: The district's infrastructure for technology focuses on hardware, software, and human infrastructure (the capabilities or proficiencies of those who use the technical components). The infrastructure of the participating campuses will be the critical element for support of the TLPG Program.

The participating campuses have the **hardware** available and the connecting peripherals such as the network connections and the resulting communications capabilities to enable the devices to function properly. The infrastructure provides the foundation for software applications, computer programs such as graphics or spreadsheets, and the TEKS content.

The **software** being utilized by the district to provide digital instruction reflects up-to-date knowledge from scientifically based research and effective practices. The district chosen technology-based curriculum, teaching tools, and assessments are proven to be measurably effective.

Finally, the **staffs at the participating campuses** are well versed in the use of all types of technological devices. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions that may arise. All professional educators (including teachers, administrators, and librarians) have mastered the State Board for Educator Certification (SBEC) Technology Applications standards, as mandated for all beginning teachers. In addition, each teacher has been provided with professional development training on the digital content that will be utilized by the students. In addition, the Technology Director will provide technical support to all participating staff members. Her experience ensures that this individual has the capabilities to ensure the success of the program. The district is confident that the participating campus has adequate hardware, software, and human infrastructure to ensure it is able to support the additional devices.

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County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administration of Grant Using Non-Grant Funds: The district administrators have a history of coordinating funds to better serve the needs of their teachers and students. A close relationship has been established between the school district, technology vendors, and various training institutions to provide high quality service to all targeted teachers. The district will coordinate federal and state programs and local funds to enhance the services provided to the teachers and students. The district will combine Title I, Part A and Instructional Materials Allotment (IMA) funds to provide supplemental resources to students from low-income families. Technology equipment and software purchased through federal and state funds will be utilized to allow teachers and students to accelerate their learning. In addition, Title II, Part A-Teacher Training and Recruiting funds will be utilized to provide scientifically based professional development to teachers on new and innovative use of technology and software.

Check-Out and Check-In Process: A notice will be sent to each of the selected students' parents notifying them of the availability of portable devices to be checkout for the entire school year. Parents interested in checking out a portable device for their child will be required to complete a District Technology Checkout Agreement, which provides that the student and the parents/guardians agree not to misuse the equipment and instead use it in an environment that promotes the safe and protected use of the equipment. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. Items to be discussed will include: Proper care and maintenance of the device; Allowable use of device; Steps for reporting issues with device; Availability of Internet access at home; and Returning of device to district. Once the parent has signed and returned the District Technology Checkout Agreement to the participating teacher, the student will report to the campus library, where they will be issued a portable device by the Campus Librarian. Families who do not have access to the Internet will also be issued a Broad band Internet service in order to access electronic instructional materials. Librarians who have assigned each student with a portable device will be required to inventory all returned equipment. This will include all accessories. The librarian will also have to list the condition the inventory is in when returned. All inventory will then be submitted the to the IT department to be restored to original condition and made ready for the next student.

Teacher Coordination in Case of Competing Need of Equipment or Devices: In the event that the district cannot purchase sufficient portable devices or modems, the district will inform parents of a first-come, first-serve basis, with the emphasis being on providing devices with Internet service to those individuals most in need. It will be the responsibility of each participating librarian to follow-up with his or her qualifying students to ensure that the District Technology Checkout Agreement is returned signed as soon as possible, so that the student can be issued a device. In addition, it will be the teachers' responsibility to stress the importance of limited equipment to students and parents and the first-come, first-serve policy.

Maintenance of Technology Lending Equipment: As part of the District Technology Checkout Agreement, the student will be required to perform maintenance checkups on their assigned device. This will be documented by the student in a Property Maintenance Log that will be submitted to the Librarian. In addition, each student will be required to submit the device to the Campus Librarian on a routine basis so that the device can be checked for viruses or signs of misuse. In the event that an issue arises with the device, the student will be required to notify the Librarian and take it in for maintenance. If available, a loaner will be provided to the student while their device is being worked on. Finally, all Property Maintenance Logs will be required to be submitted to the IT Director by the Librarians during regularly scheduled meetings. The IT Director will be required to perform and maintain the following:

- Property records that include a description of the equipment, serial number or other identification number, funding source, purchase date, original cost, percentage paid with grant funds, location of the equipment, use and condition, and any ultimate disposition data, including the date of disposal and sale price of the equipment;
- Physical inventory of the equipment taken and reconciled with the property records at least once every two years;
- A control system that ensures adequate safeguards to prevent loss, damage, or theft of the equipment;
- Adequate maintenance procedures developed to keep the property in good condition; and
- Proper sales procedures to ensure the highest possible return.

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Instructional Technology staff will record the serial numbers of each portable device in the district inventory and apply a BISSD sticker giving each device a specific ID number. Librarians at participating campuses will be responsible for checking out mobile devices to students during registration for the 2014-2015 school year. The district shall conduct an annual physical inventory of all purchased devices. The results of the inventory shall be recorded in the district's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. 19 TAC 66.107(a)

The student must return the issued device to the Librarian at the designated time or when the student withdraws from school. Each student and his/her parent or guardian is responsible for any device not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition any device shall forfeit the right to free instructional materials and technological equipment until the device previously issued but not returned in an acceptable condition is paid for by the student, parent, or guardian.

If the device is not returned in an acceptable condition and payment is not made, the district may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. However, in accordance with Student Records (Policy FL) and Public Information Program Access To Public Information (Policy GBA), students have a right to copies of any and all district records that pertain to them.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Lending Agreement: The district has developed a Technology Lending Agreement in accordance to the required guidelines of the TLPG Grant. In order for any student to be eligible to obtain a portable device, the student's parent or guardian must first sign and return the District Technology Checkout Agreement, which provides that the student and the parents/guardians agree not to misuse the equipment and instead use it in an environment that promotes the safe and protected use of the equipment. Information required to be furnished in the agreement includes:

Furnished by Parent or Guardian	Furnished by the District
Student name	Campus
Student ID #	Description of device checked out
Grade Level	Barcode #
Number (if any sibling enrolled in district)	Serial #
Parent's name	Date Checked out
Address	Date Checked in
Home phone	Condition of device
Signature of legal Guardian	Included software
	Signature of authorizing official

Responsible Use and Care of Equipment, Digital Resources, and Internet: Furthermore, the District Technology Checkout Agreement will provide parents with the following information: 1) Proper care and maintenance of the device; 2) Allowable use of device; 3) Steps for reporting issues with device; 4) Availability of Internet access at home; and 5) Returning of device to district.

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